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**BELLARMINE UNIVERSITY**

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION**

**Spring 2017**

**OPED 645 03-12: Advanced Diagnostics and Interventions for Struggling Learners**

**Jefferson County Public Schools – Bellarmine University Literacy Project**

**1/5/2017 to 5/4/2017**

**3 Credit Hours**

*THEME: EDUCATOR AS REFLECTIVE LEARNER*

## UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore,* In the Love of Truth.

**INSTRUCTOR: Mary K. Morgan, District ESL Resource Teacher, K-12 Literacy Specialist**

**OFFICE: ESL Instructional Unit-1325 Bluegrass Avenue 40215**

**PHONE: 502-485-7611**

**E-MAIL: mary.morgan@jefferson.kyschools.us**

**OFFICE HOURS:** After class or by appointment

**CLASS MEETING TIMES:** Monday and Thursday 5:00-8:00 pm

Tuesday 5:00 – 8:00 pm or 5:30-8:30 pm

January 5, 2017 – May 4, 2017

**SITE LOCATIONS**

|  |  |  |
| --- | --- | --- |
| Monday Sections | Tuesday Sections | Thursday Sections |
| Portland | Hawthorne | Shacklette |
| Engelhard | Middletown | Cochrane |
| Byck | Wellington | Sanders |
| Rutherford |  |  |

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.**

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION PROGRAM OBJECTIVES:**

The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates demonstrate proficient to distinguished performance through the following criteria: individual course assessments, field and clinical evaluations, dispositional assessments, benchmarks assignments, and standardized exams. Based on this program assessment data, the candidate who achieves proficiency:

1. Works collaboratively across disciplines, school corridors/environments, and community settings to foster student learning;
2. Participates and reflects on field and clinical experiences requiring decision-making, intercultural experiences, and collaboration with professionals;
3. Exhibits educator dispositions that respect and foster the uniqueness and dignity of each individual learner as well as value intellectual, moral, ethical, and professional competencies;
4. Constructs pedagogical and content based decisions including, but not limited to methods of instruction, classroom management, professional relationships, and methods of assessment;
5. Incorporates Valli’s five reflective processes, which include technical, personalistic, deliberative, in and on action, and critical reflection.

**COURSE DESCRIPTION:** The goal of the course is to deepen teachers’ skills in advanced reading processes related to teaching content area material and differentiation of literacy practices. Teacher leader candidates will have the opportunity to evaluate effective school wide literacy practices and to develop diagnostic tools and skills for assessing and teaching reading in specific content areas. Field component required.

**Prerequisite:** Students must be hired by JCPS as a K-3, ECE, ELL, and/or Interventionist in an elementary school participating in the Bellarmine Literacy Project.

**CLASS METHODOLOGY:** This class is generally organized using the *The Five Pillars of Effective Reading Instruction* (Cooter, 2009). The five pillars: Teacher Knowledge, Classroom Assessment, Effective Practice, Differentiated Instruction, and Family/Community Connections will provide an integral supporting structure and help organize your understanding of effective reading instruction.

***Comprehensive Reading Instruction:***

Word Work

Fluency Practice

Comprehension

Refining Reading (R²) Time

BLP Reading Instruction Delivery Model

Center for Research on Education, Diversity, and Excellence (CREDE) principles will serve as the pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are:

* Joint Productive Activity: Facilitate learning and development through joint productive activity among leaders and participants.
* Language Development: Promote learners expertise in professional relevant discourse.
* Making Meaning: Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
* Cognitive Challenge: Challenge participants toward more complex solutions in addressing problems.
* Instructional Conversation: Engage participants in dialogue, especially the instructional conversation.

**COURSE/LEARNER OBJECTIVES:**

As a result of experiences in and out of this class, students will

1. Develop knowledge regarding the unique text demands of expository texts commonly used in the core academic areas (i.e., mathematics, science, social studies, English/Language Arts).
2. Increase understanding of current evidence-based research strategies in academic literacy that better enable students to acquire skills within the Common Core.
3. Build teaching capacity using field-tested classroom assessment strategies for identifying the range of student needs and abilities relative to reading and understanding academic texts.
4. Build teaching capacity using instructional strategies matched to student needs and abilities relative to reading and understanding academic texts with special attention paid to vocabulary, comprehension, and reading fluency.
5. Improve teaching capacity using self-evaluation tools provided in class to measure “fidelity of implementation” of featured assessment and teaching strategies.
6. Learn tactics for improving instruction in academic areas including but not limited to direct instruction via gradual release of responsibility; and planning and using strategies *before, during,* and *after* students read and assignment.
7. Explore ways Response to Intervention (RtI) may be structured and practiced in subject area instruction to meet the needs of all learners.

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

|  |  |
| --- | --- |
| 1. Classroom Action Plans (CAPs) 2 @ 30 points each | 60 |
| 2. Comprehensive Reading Instruction Action Plans 3 @ 10 points each | 30 |
| 3. Diagnostic Reading Case Study – Part 2 | 50 |
| 4. Diagnostic Reading Case Study Presentation | 15 |
| 5. Class Involvement (15 class sessions x 5 pts each) | 75 |
| Total Points: | 230 |

**CLASSROOM ACTION PLANS (CAPs).** Each student will implement two **Classroom Action Plans** which consist of reading instruction that is linked to the appropriate Common Core Academic Standard for English/Language Arts and demonstrates culturally responsive reading instruction. A **Classroom Action Plan Report** will be submitted by the student to serve as documentation for implementation of the CAP.

**COMPREHENSIVE READING INSTRUCTION (CRI) ACTION PLAN.** Each student will be required to submit three (3) Comprehensive Reading Instruction Plans throughout the course of the semester. The CRI Action Plan demonstrates the student’s ability to plan reading instruction utilizing the BLP Reading Instruction Delivery Model Plan with the curriculum of the ELA cycle and based on the needs of the learner.

**DIAGNOSTIC READING CASE STUDY** – Part 2. The overarching goal of the Diagnostic Reading Case Study (DRCS) is for each teacher to learn how to createa systematic process that ensures every child receives the additional time and support needed to learn at high levels. This process is supported with theoretical and pedagogical knowledge.

**Class Involvement**

You are expected to attend all class sessions (worth 5 points) and participate in “Instructional Conversations (IC)” and “Joint Productive Activities (JPA).” Utilizing a Joint Productive Activity Rubric, each student will be evaluated by peers and the instructor on the dispositions exhibited during a JPA. Rubric will be provided. Each JPA is worth 5 points.

**GRADING SCALE:**

95-100% A

90-94% A-

89-87% B+

86-84% B

83-80% B-

79-75% C

Below 75% F

**REQUIRED COURSE MATERIALS**

**Textbooks**

Gambrell, L.B., & Morrow, L.M. (2015). *Best practices in literacy instruction.* New York: The

Guilford Press.

Ganske, K. (2014). *Word journeys: Assessment-guided phonics, spelling, and vocabulary*

*instruction.* New York: The Guilford Press.

Richardson, J. (2009). *The next step in guided reading: Focused assessments and targeted lessons*

*for helping every student become a better reader.*

**LIVETEXT:** All students enrolled advanced programs in the Annsley Frazier Thornton School of Education (AFTSOE) are required to have a LiveText account. LiveText will be utilized for submitting key assessments in addition to other requirements by program (i.e., forms, surveys, etc.). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled. A LiveText student membership may be purchased at [www.livetext.com](https://mail.bellarmine.edu/owa/redir.aspx?C=_QGxxvwCBUC6qQc4Gy35LxTSUiUdJ9MIkyc6MRwf2KQbH1t43qzvmAVk_lT7xjo1aF8gP7S1PuE.&URL=http%3a%2f%2fwww.livetext.com) or from the Bellarmine University bookstore. The current rate for the Standard Edition is $115.00. ISBN: 9780979663543.

**ReCOMMENDED Membership to Professional Organization:** Join and participate in the International Literacy Association (ILA). <http://www.literacyworldwide.org>

**PRACTITIONER JOURNAL:** The Reading Teacher, a publication by the ILA.

Course content includes the integration of the Kentucky Teacher Standards (Advanced Level) as well as the Kentucky Core Academic Standards. The School of Education’s theme, *EDUCATOR AS REFLECTIVE* *LEARNER*, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action)as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**KENTUCKY TEACHER STANDARDS ADDRESSED in OPED 645:**

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

**CHARACTERISTICS OF HIGHLY EFFECTIVE TEACHING AND LEARNING (CHETL)**

**Section One: Learning Climate-** a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted

**Section Two: Classroom Assessment and Reflection**- the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

**Section Three: Instructional Rigor and Student Engagement-** a teacher supports and encourages a student’s commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

**Section Four: Instructional Relevance**- a teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

**Section Five: Knowledge of Content**- a teacher’s understanding and application of the current theories, principles, concepts and skills of a discipline.

**INTERNATIONAL LITERACY ASSOCIATION (ILA) Professional Standards Standard 1**, **Foundational Knowledge**: *Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.* [Skip Navigation Links](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx#ctl00_BreadcrumbPlaceHolder_tm_Breadcrumb1_SkipLink)

**Standard 2, Curriculum and Instruction**:Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

## Standard 3, Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**Standard 4, Diversity:** *Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.*

**Standard 5, Literate Environment:** *Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.*

**Standard 6, Professional Learning and Leadership**: [Skip Navigation Links](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard6.aspx#ctl00_BreadcrumbPlaceHolder_tm_Breadcrumb1_SkipLink)*Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.*

**InTASC MODEL CORE TEACHING STANDARDS ADDRESSED:**

1. Learner Development
2. Learner Differences
3. Learner Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

**DANIELSON FRAMEWORK ADDESSED:**

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibility

# ASSESSMENT/OBJECTIVE MATRIX FOR OPED 645

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment** | **Course Objective** | **AFTSE Objective** | **KY Teacher Standards** | **\*ILA Standard** | **Daniel-son** | **Highly**  **Effective**  **Teaching** | **Intasc** |
| Classroom Action Plans | 1,3,4,5 | 1,2,4 | 1-7 | 1-5 | 1-4 | 1-5 | 1-10 |
| Diagnostic Reading Case Study Part 2 | 3-5 | 2.4.5 | 1,2,4,5,8 | 1-5 | 1,3 | 2,4,5 | 4-8 |
| CRI Action Plans | 1,3,4,5 | 1,2,4 | 1-7 | 1-5 | 1-4 | 1-5 | 1-10 |
| Classroom Involvement | 1,2 | 1 | 1,8 | 1 | 1,4 | 5 | 4,5,10 |

**\*Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE goals, as delineated in the syllabus.** 1**Annsley Frazier Thornton School of Education; 2International Literacy Association, standards for reading professionals**

**Class Involvement:** To earn full class involvement points, students are expected to participate and attend all class sessions. You are expected to be a thoughtful, active, and informed member of this class’ professional learning community. Therefore, you are expected to attend each class session, arrive punctually, and be prepared to actively participate in discussions, individual and group presentations, and group activities. **Be courteous of the professor and other students by turning off cell phones, computers, or other electronic devices when not in use instructionally. All calls, texts, or other types of communication must be made after class or at designated break times. Missing class or being tardy has negative consequences on participation points.**

**Absence and Class Tardies**

Students are allowed **one** excused absence from one class. ***Students are encouraged to attend another class session on another night to avoid absences.*** Each unexcused absence thereafter results in a reduction of 5 points from Class Involvement. After two unexcused absences, you will be required to meet with the instructor to discuss your continuance in the course. Three or more absences will result in a failure and automatic withdrawal from the course.

Punctuality is required of all students. Being late for class and/or leaving class early twice will be equivalent to one absence.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps.  During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events.  Then, a week prior to each absence, student-athletes must pick up their forms from the Athletics Office in Knights Hall and have them signed by one of the Assistant Athletic Directors before providing them to the instructor.  Students participating in university events not sponsored by the Athletics Department must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence.  The Student Absentee Notification Form does not serve as an excused absence from class.  Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**ASSIGNMENT FORMAT AND EXPECTATIONS:**

**Written Assignments**

Writing quality is *always considered* on every assignment! All assignments must be neatly word processed using 12 point font, double-spaced, and adhere to rules of Standard English grammar, spelling and punctuation. All assignments utilizing references/citations must use APA style. Complete information available at the Purdue On-Line Writing Lab (OWL) <http://owl.english.purdue.edu/owl/section/2/10/> and APA 6th edition manuals may be purchased in the bookstore.

**Late Assignments**

All assignments are due at the beginning of class on the date due. Work not turned in at the time collected will be designated as late and subject to an automatic 10% reduction in points. Late assignments, ***accepted only with PRIOR APPROVAL of instructor,*** will receive a 10% reduction **per day, and will not be accepted after one week from the due date.**

**ACADEMIC HONESTY:** Bellarmine University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical, and social development of students; and the general well-being of society. All members of our community have an obligation to themselves, to their peers, and to the institution to uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one’s work should be one’s own and that the instructor’s evaluation should be based on the student’s own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and other goals of the academic community cannot be realized. For a thorough description of the University’s policy, including penalties for acts of academic dishonesty and breaches of integrity, please refer to the *Course Catalog:*  <https://catalog.bellarmine.edu/2013-2014/undergraduate-academic-policies#Academic_Honesty>

Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. *Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course*

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:** The focus of OPED 645 requires students to carefully examine and reflect on evidence-based instructional practices in reading and writing that have demonstrated effectiveness in developing the **literacy skills** for all students in a variety of settings with the goal of closing the **achievement gap**.

Students are expected to be knowledgeable of the **Kentucky** **Teacher** **Standards – Advanced Level**. Students are introduced to the **Kentucky Academic Core Standards** for English/Language Arts and the **International Reading Association** Standardsand how they apply to course content.Students are expected to be aware of teacher **dispositions** in relation to developmentally appropriate instruction and working effectively with all students.

Students will be introduced to the use of **technology** in the classroom and how it be can be used to develop literacy skills, as well as using it themselves for assignments and projects. OPED 663 explores the need for cultural and ethnic awareness, the effects of racism and poor expectations on students and school, and the importance of teacher awareness. Discussions about diverse populations will be a focus of this course to prepare teachers who have the knowledge, skills, and dispositions necessary to successfully teach **diverse** learners.

\*The professor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in the course.

**SEVERE WEATHER:** Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

**CAMPUS SAFETY:** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your professor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation.

**DISABILTY SERVICES:** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Director of Disability Services, located in the ARC, on the B-level of the W.L. Lyons Brown Library; office B05 A.  Call 502-272-8490 or email [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu) to schedule an appointment.  Students are encouraged to make these arrangements with the Disability Services as early in the semester as possible so that a student and his/her course instructor can collaborate for a successful course experience.

**ACADEMIC RESOURCES:** Bellarmine University is committed to providing services and programs that assist all students in further developing their learning and study skills and in reaching their academic goals. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test- taking strategies , etc., should seek out the resources of the ARC, located on the B-level of the W.L. Lyons Brown Library. Call 272-7400 or visit the ARC website <http://www.bellarmine.edu/arc/> for more information. Additionally, if an issue or concern about this course or your performance arises, please confer with your professor first. If the issue cannot be resolved with your professor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office *only after meeting with the department chair or program director first.*

**SOCIAL MEDIA:** Social media (Twitter, Facebook, Yik Yak, etc.) has become a major part of the lives of students and faculty. It is imperative that students understand that ***no*** pictures, comments, etc. concerning children, faculty, and staff in an assigned field placement should be placed on any such accounts. It is also wise to consider that school principals, faculty, and staff have access to information on social media and can view these media when considering hires for their building. *Therefore, any postings on such media about fieldwork can have serious consequences concerning a student’s status in the Annsley Frazier Thornton School of Education.*

**WITHDRAW**: Should you decide to withdraw from this course, please be aware that **March 15, 2017** is the last day to withdraw with a “W” grade.  Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal).  Withdrawal forms may be accessed at <http://www.bellarmine.edu/registrar/RegForms.asp>.